Circle of Change

Handbook

Guiding Others Toward Healthy Living

energize your life!
Eat Healthy - Be Active

Washington State Department of
Health

DOH Pub 345-209 9/2007

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Acknowledgments

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See page 46 for names of tribal staff who attended Lifestyle Balance tribal nutrition education sessions.

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Suquamish Tribe Community Health Programs
"Healthy Living is Our Tradition"

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Terminology

BFNEP:
The Basic Food Nutrition Education Program is partially funded by the United States Department of Agriculture and intended to help people eligible for the Basic Food Program (formerly Food Stamps) establish healthy eating habits and physically active lifestyles.

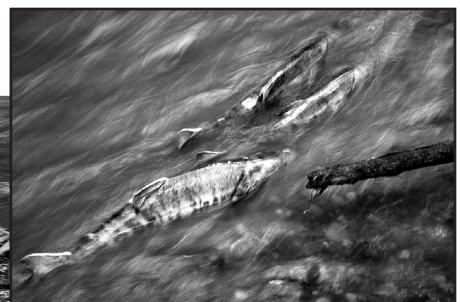
Circle of Change Model:
A theory that explains how people make changes based on their readiness to change (moving through stages of readiness, each with specific types of behaviors associated with them) and the reality that change does not happen all at once or in a straight line.

Incentives:
Small, free items that reinforce the teaching points, i.e., measuring cups with a lesson on portion sizes; pedometers with a lesson that includes information about walking as one form of physical activity.

LB:
Lifestyle Balance—a curriculum initially developed to reduce risk factors associated with Type II diabetes. Washington State tribes have adapted it for use with BFNEP participants. The original program description and curriculum can be found at **www.bsc.gwu.edu/dpp/lifestyle/dpp_dcor.html**.

Medical nutrition therapy:
Assessment of the nutritional status of patients with a condition, illness or injury (diabetes, hypertension, gout, etc.). The assessment includes review and analysis of medical and diet history, laboratory values, and anthropometric measurements.

Therapeutic nutrition counseling:
Diet modification and counseling leading to the development of a personal diet plan.



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Introduction

The tribes in Washington State who have implemented the original Lifestyle Balance (LB) programs generously offer their lessons learned to help improve and strengthen the program for future use. In working on this guide, the tribes realized that most of the suggestions and ideas apply not only to Lifestyle Balance, but to other nutrition education programs and curricula as well. The goal of this guide is to assist those wishing to implement successful nutrition education interventions. The language of this guide has been modified to distinguish where Lifestyle Balance is the specific curriculum referenced versus when Lifestyle Balance is one example of how program planning can be done.

During the implementation of nutrition education programs, group leaders recognized the importance of understanding how people make changes. As a result of considerable discussion, group leaders developed the concept and graphic designs for the Circle of Change. The change process is seen as a path or journey that is not linear. The model assumes that backsliding or falling back is likely. Backsliding just means that a person on the journey needs to return to an earlier stage for a while.

Tips for Success

With any curriculum, adapt the lessons to your audience. This means you can make changes within an individual lesson, or to the sequence of lessons. Remember, if funded through BFNEP you must follow the BFNEP rules for what is allowable. Some of the lessons and areas of emphasis will have to be modified to meet BFNEP requirements. Here is a quick reference on allowed and not allowed activities. Consult your guidance manual for a complete list, and be sure to ask your BFNEP manager if you are not sure.

Allowed	Not Allowed
General nutrition education	Therapeutic nutrition counseling
Physical activity as a part of nutrition education (See page 22 for tips on incorporating physical activity in your lessons.)	Physical activity as a stand-alone class
Promotion of general weight loss	Setting specific weight loss goals and weighing participants
Small food samples	Preparation/serving of meal-sized portions or entire meals
Brief discussion of the impact of stress on eating habits, and referrals to community resources on stress management	Teaching about stress management during a Lifestyle Balance or other nutrition education sessions

Effective health education interventions need both **intensity and duration**. Aim for a minimum of three sessions each lasting at least ½ to 1 hour.

If your tribe or location already has a Diabetes grant that includes the original Lifestyle Balance curriculum, **coordinate your activities**. Since Diabetes staff will be following the initial research design, their LB program will be different from yours and you may wish to call yours by another name, or you may wish to partner for BFNEP-allowable nutrition education activities.

Problem-Solving Tips

The following suggestions are offered as solutions for problems experienced by organizations receiving BFNEP funding. Use these tips as a guide for any nutrition intervention.

Potential Problems	Suggestions for Solution
• Competitive Diabetes grant with the tribe or in the community.	• Develop a written agreement with Diabetes staff about working collaboratively.
• Original LB or other curriculum contains elements that cannot be funded through BFNEP (for example, weighing participants).	• Review what is allowed and not allowed, then discuss with clinic staff and your BFNEP manager. Identify activities and expenses that can be paid by Diabetes and other programs to strengthen collaboration.
• Since the original LB curriculum was based on formal research, some tribal staff worried they could not change the lessons or approaches.	• Lessons can and should be modified to meet the needs of your community participants.
• Some staff found it tricky to adapt the lessons in the curriculum and get them into a sequence that made sense.	• Allow more planning time in the beginning and see ideas used by other tribes. Conduct focus group activities with staff and participants.
• The initial enthusiasm about LB gave the impression that other similar programs could not be used.	• This is NOT true. You are welcome to consider using other similar programs. If you have identified another similar program that you feel is more appropriate, discuss this with your BFNEP manager.
• The sheer volume of the original LB or other curriculum material is overwhelming.	• Add more planning time and look at the ideas used by other tribes that have implemented the LB program. Start small and focus on a few elements that relate to your community needs.
• Some tribal staff found the emphasis on low-fat in the original LB curriculum overdone and unrealistic.	• You can eliminate this section or modify it.

Getting Started

NOTES

Part 1 – Overall Expectations About Your Program

Determine what changes you hope to see in the dietary quality or practices of your participants. For example, you might want them to:

- Eat more fruit and vegetables.
- Consume less fat.
- Replace soft drinks with water.
- Other? ___________________

Are these realistic for your participants?

Consider your likely or preferred audience. Do you want to be specific—focusing on teens or elders or young moms? Does it make more sense to serve people from throughout your community? Your nutrition education strategies will be different for each type of audience.

Choose how often you will offer nutrition education sessions. If the classes are offered regularly, can some of the same people take the classes several times? Returning participation is not a sign of failure; many people need more time to make lasting changes.

Part 2 – Program "Mechanics"

Pick a group to target (target audience). In a larger community, you may wish to focus on a specific group like seniors or teens, or young moms. If the community you serve is small, then it may not make sense to focus on one group. **Be aware, however, that there are different challenges in working with mixed age and interest groups than with one specific group.** If the group is diverse in age and experience, then you will want to plan ahead how best to present the information in a way that engages everyone and builds on the strengths of the community.

If you focus on a group whose members have been diagnosed with a specific disease (such as diabetes or cardiovascular disease) they may be more motivated to participate. Since BFNEP does not allow medical nutrition therapy, you would need to find the balance between more general/basic nutrition education (allowable) versus unallowable disease-related nutrition interventions. If you are not sure about this, talk to your BFNEP manager. Tribes also reported that getting a diagnosis does not always motivate people to make changes, so be aware of this as well.

NOTES

Here are special tips for involving teens constructively: have an adult family member attend with them, which helps reinforce that adults take the program seriously. Listen to teens' ideas, engage them directly, and treat them as responsible people. Chances are they will respond positively.

Determine the size group that works for you. Not everyone who signs up will show up so you could overfill the first session. Most programs noted a decline in participation during the series of sessions.

Colleagues reported group sizes from 10 to 30. Some cap their groups at 20. Larger groups require different approaches, including breaking into smaller groups for discussions, and establishing clear "ground rules" for things like side conversations. (See Tips for Facilitating Large Groups, pp. 36–37.)

Another factor to consider is room configuration and size (be sure it is big enough for the group you anticipate). More on this in the group process section. (See General Meeting Tips, pp. 38–43). If you plan on group participation during the sessions, then 10–15 people is optimal.

Choose a convenient location. Most of your colleagues suggest a location already seen as a gathering place in the community. The best location could vary by audience — for example, a place that is right for teens might be quite different from a place where moms with small children would feel comfortable. At least one person suggested a different facility, for variety.

Set a schedule that works for your group. This will depend quite heavily on who you are trying to reach. Here are some insights from your colleagues about the *best time of day* to hold sessions:

- For parents of school-age kids, during school hours, while kids are in class
- Before dark for elders
- Noon for working people (i.e., tribal employees)
- Right after work (late afternoon)

Evenings are difficult because there are so many other things going on.
As for *best time of year*: use the fall season to plan and recruit and launch the sessions early in the new year, if possible.

- January was identified by many as the best time to start because people are ready to think about making a change (New Year's Resolution time).
- Avoid holidays (November and December).

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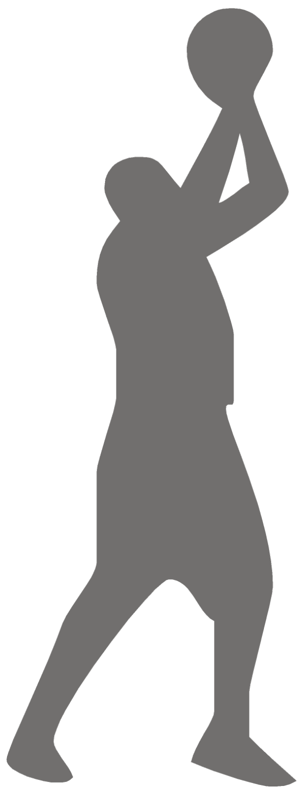
- In some areas, you have to avoid flood season (November through February).
- If January is not workable, then look at scheduling the sessions during times of seasonal changes.
- When getting started, you might find it helpful to complete the worksheet on the next page.



Worksheet for Getting Started

Task	Who's Responsible	By When
Program expectations: *(Determine what changes you hope to see in the dietary quality of participants.)*		
Pick a group to target (target audience): *(Select a particular group to focus on and reasons why)*		
Determine the size group that works best for you: *(Size of group desired—minimum and maximum)*		
Choose a convenient location: *(Location—and why chosen)*		
Set a schedule that works for your group: *(Time of year—does this work with the location?)* *(Time of day—does this work with the location?)*		
Evaluation:		
Other:		

Choose Your Approach

NOTES

The overall approach is important because it's the way you explain to people what the program is and why it would be beneficial to participate. In other words, knowing your approach is part of how you promote participation and recruit people.

Here are some approaches that have been successful:

- **Start with a general nutrition focus**
  Start with nutrition information first, then follow with information about physical activity.
- **Specific nutrition goals focus**
  Use MyPyramid to talk about a specific nutrition focus each week, linked to the session being provided. Examples of weekly nutrition focuses include: increasing vegetable and fruit intake, lowering fat intake, increasing calcium intake, adding whole grains, reducing sugar, etc.
- **Meal focus**
  Organize each session around a particular meal—breakfast, lunch, dinner, snacks, etc. Each week incorporate a different aspect of physical activity, using props like pedometers and stretch bands.
- **Portion awareness focus**
  Work with participants to understand serving sizes, to increase servings of fruits and vegetables, whole grains and dairy, and use portion sizes to help with weight loss.
- **Single nutrition focus, i.e., lower fat**
  Have participants recognize how much fat they are eating, and to learn ways to reduce the amount of fat being consumed.
- **Link to native foods**
  Incorporate native foods into the nutrition education program. To determine nutritional data or equivalents for some of the native foods, check out websites like *Native American Nutrition Education Database* or the State BFNEP Tribal Resource Links Web page for additional information:
  http://www.doh.wa.gov/cfh/bfnep/resource_links.htm#tribal

Consider the group you wish to reach with effective approaches. For example, the meals approach might work well with teens, as they tend to skip breakfast and seek out fast foods at lunchtime. The lower fat or lower sugar focus might work well with a group where many or most of the members are overweight or have diabetes. Even better, come up with your own approach, based on knowledge of your community.

Several challenges were noted by your colleagues in terms of how to focus the actual LB or other nutrition education sessions, or how to create a common approach for them. References to Lifestyle Balance on this page are intended to relate specifically to the original curriculum.

Challenge	Suggestions
LB, as initially designed, assumes that participants are ready to make some sort of change in their nutritional and physical activity practices. In BFNEP, however, participants are at different levels of readiness. Some have not even thought about making changes (pre-contemplation stage), or are just starting to think about it (contemplation). Others may be highly motivated or have already made changes (action).	For those who are in the "pre-contemplation" stage, LB may not make much sense and one set of LB sessions will likely have very little impact. It might be more effective to have a "pre-Lifestyle Balance" class where participants learn about Circle of Change and figure out where they are in their readiness to change. (More later in this document starting on page 17, Circle of Change.)
Participants were at different levels in terms of knowledge about good nutrition, and some participants had incorrect information.	The instructor will need to prepare for this and know where to get help on correct nutrition information. Some good resources include: *MyPyramid, 2005 Dietary Guidelines for Americans,* and the BFNEP Resource Links web page (www.cnpp.usda.gov/).
Some participants expected a weight loss program (the original LB focuses on weight loss.) If you want to include some focus on weight loss in your program, you would need to depend on participants' weighing themselves. BFNEP does not allow participant weighing as part of funding.	Shift the focus to healthy eating and active lifestyles. Collaborate with other programs like Diabetes or local physical activity programs.
The LB leaders' materials were very detailed and focused on participants recording everything they eat. This is not necessarily the approach that educators thought would work with their populations.	Be flexible. Some participants find it helpful to keep track of their eating. If you do have them complete food diaries, offer to review them and make suggestions.

Develop Recruitment Strategies

NOTES

Now that you have chosen your target group, when and where to hold the sessions, and what your approach or theme will be, it's time to think about recruiting participants.

Identify What Motivates People to Sign Up

Positive things that motivate people to sign up, according to your colleagues:

- Food demonstrations
- A partner to take a nutrition education program with you
- Success stories that potential participants can relate to
- Time off for nutrition classes and/or physical activity provided by the employer
- Desire to make a positive change or are desperate for help
- Live long to see your grandkids grow up
- Incentives

Schedule it at a time that works for participants (look far ahead in scheduling).

Strategies that got **mixed reviews** from your colleagues:

- Competition to lose weight or eat more fruits and vegetables—some people like competition, some people do not. Creating "winners" and "losers" may not be motivating. Assess your community to determine if adding an element of competition will be helpful. Sometimes if group competition is used rather than individual competition, this approach can be effective.
- Recent medical diagnosis—some people are motivated, others are frightened or in denial. Don't assume that a diagnosis will get people to sign up or participate once they sign up.
- The name of the classes can help or hurt—take care in choosing the name and change it periodically to keep it "fresh."

Barriers to signing up:

- Age—it is hard for elders to admit that younger people might know something that the elders don't.
- Uncertainty of what is expected of participants. People do not want to be put on the spot.
- Concern that the message will be negative or scold-y.
- Other priorities—like family emergencies—take precedence.
- Time.
- Six to eight weeks of sessions may be too long for some participants.

NOTES

- Transportation and obligations at home like baby-sitting and fixing dinner.
- The possibility of being in the same class as your work supervisor.
- Personal conflicts—because one person signs, someone else won't to avoid conflicts.

Based on your experience, what are some strategies to reduce or overcome these barriers?

- Offer multiple classes in multiple locations.
- Offer classes on different days and at different times.
- Make expectations clear, and urge people to call and ask questions at any time.
- Don't schedule events in conflict with children's activities (parents will always opt for the children's activities).
- Use a radio station or other way to communicate with the whole community.
- Get information out via e-mail or regular mail.
- Narrow your focus to a specific audience and go to the people specifically.
- Host lunch hour classes.
- Request employer grant administrative leave time to attend class.

To "keep it fresh":

- Change the name of the program regularly.
- Change the activities each time the program is offered.
- Do the lessons in a different order.
- Try different curricula.
- Use supplemental materials.
- Interview/survey previous participants for ideas and suggestions.

NOTES

The "30 Second Headline"

One of the challenges of recruiting participants is to present nutrition education opportunities in a positive, concise way. To help with this task, here are a few "30 Second Headlines":

"You should join our team. We are all working on making a healthier community through our eating, and healthy habits. We have incentives for coming."

"A fun way of coming together to learn simple ways to eat healthier and increase your physical activity, with lots of fun and prizes! Every journey begins with a single step."

". . . making healthy eating and physical activity a part of your lifestyle to help you feel better, have more energy, lose weight and help prevent or control diabetes or other chronic medical conditions."

"Come check out the series of informational, interactive, fun ways of looking at how even the smallest changes in what you currently do could make for a lasting long term effect on you and your family's overall well-being."

"Learn how to live a balanced and healthy life emphasizing colorful and traditional nutrition and physical activity for better health and well being for the future by learning the ancient recipes and ways of the past."

"*(Class name)* is a class to help you and your family learn new ways to eat healthy, exercise and to know what you are eating."

Hints for an effective headline:
Brief, catchy words, clear, clever

Think about what your "30 Second Headline" would say. Jazz it up and make it fun! Work with your staff and some program participants to develop it and write it here.

Remember Retention

NOTES

Short-Term Retention

Attendance often drops after 5–6 weeks. Here are some possible **reasons for this drop-off**:

- Other priorities arise.
- Time.
- Some participants do not want to hang in for 6–8 weeks.
- Transportation, baby-sitting.
- Other community activities are scheduled in conflict with some nutrition sessions.
- Something happens in the class that discourages participants (i.e., they are embarrassed, they don't like an activity, they get into a hassle with another participant).
- Uncomfortable with some of the other participants (supervisor or supervisee, person with whom they have a conflict).
- Obligations at home (dinner, watching kids).
- Drop-outs may be embarrassed to return after they miss a session.
- The leader may get stale and need new ideas to "jazz up" the classes.

At the same time, the tribes also identified activities and strategies that encouraged people to **stay involved** throughout the sessions:

- Food demonstrations with lots of variety.
- Incentives for coming to class or being on time. Tie the incentive to the class. A measuring cup would be a good incentive following a class on portion sizes.
- Get other programs to purchase incentives that are worth more than $4.
- Raffle tickets as "rewards" for asking a question, making a comment (to increase participation at the session).
- Follow-up with people who miss a session to encourage them to come next time.

In your experience, what other strategies would help people stay involved?

- Helping them understand how they make changes (i.e., Circle of Change).
- Making it fun.
- Providing samples of food to try.
- Following up with written information if someone misses a class.
- Showing short videos.
- Providing interactive activities.
- Having a competition at the end to test their knowledge.
- Providing hands-on activities (especially with kids).
- Using small groups with in-group support.

NOTES

- If someone's partner drops out, have a list of other potential partners for them to choose. Pay special attention to that person and keep them connected.

Plan ways for your participants to give you feedback about why they continued or dropped out. Encourage participants to give constructive and open feedback.

Here's how you might gather feedback from participants:

- **Survey participants ("Should I do this again? Why or why not?").**
- **Have another person observing the group to see what is working and what is not.**
- **Debrief with other staff or participants after each activity.**
- **Ask people if they would return—why or why not?**
- **Would they recommend the program to someone else? Why or why not?**
- **Ask for written feedback—what did you like, what didn't you like?**
- **What makes you keep coming to class?**
- **What topic(s) would you like more information on?**
- **What's a good day/time for the sessions?**
- **How to deal with "group think" if you ask the group as a whole.**
- **Be aware that you may get too much information or information that is not helpful.**
- **Do a focus group after the sessions are completed.**

Longer-Term Retention

Tribal staff made it clear that one set of educational sessions is usually not enough for participants to change dietary or exercise behaviors. In fact, it may be quite unrealistic to expect much of a behavior change after one set of sessions based on any nutrition education curriculum.

Tribal staff suggested the possibility that nutrition education programs could be designed to take into account how people think about and make changes in their lives. Using this approach could mean thinking about "retention" differently, and offering ongoing or more frequent sessions, where participants could continue through several sets.

The following discussion of Stages of Change and Circle of Change offers some ideas for how to utilize these concepts in nutrition education programs.

Stages of Change

NOTES

Consider your participants and their situation. One of the recurring themes in conversations with tribes is that nutrition education curricula often seem too optimistic about the extent of behavior changes participants can make. The expectations of participants' progress seem unrealistic.

The Stages of Change model can help understand participants' situations better and can serve as a guide on ways to best help them.

Rationale of the Model

The model recognizes that people move through an intellectual, emotional and physical process to make a change in their lives. The model is based on the concept of "readiness"—that a person needs to be ready to make a change before the change can be sustained. Change does not happen in one step. Rather, people tend to progress through different stages on their way to successful change. Also, each of us progresses through the stages at our own rate.

Expecting behavior change by simply telling someone, for example, who is still in the "pre-contemplation" stage to eat two cups of vegetables each day is naive (and perhaps counterproductive). That person is not ready to change.

Each person must decide when a stage is completed and when it is time to move on to the next stage. Moreover, this decision must come from inside since stable, long-term change cannot be externally imposed.

This model assumes that back-sliding or falling back is likely. Back-sliding means the individual needs to return to an earlier stage. This model assumes that external factors, beyond the control of the individual, can also affect readiness or ability to change.

On the next page is the WIC Nutrition Counseling Stages of Change. This model has been selected because it is clear and easy to understand.

WIC Nutrition Counseling Stages of Change Model

Stage	Description	Behavior Goals	Educational Strategies
Precontemplation **"I am not interested in change."**	• Is unaware of problem and hasn't thought about change, or not interested in change. • Has no intention of taking action within the next 6 months.	• Increase awareness of need for change. • Personalize information on risks and benefits. • Reduce fears associated with having to change behavior (costs are too high, etc.).	• Create supportive climate for change. • Discuss personal aspects and health consequences of poor eating or sedentary behavior. • Assess knowledge, attitudes, and beliefs. • Build on existing knowledge. • Relate to benefits loved ones will receive. • Focus on the impact the negative behavior has on loved ones.
Contemplation **"I am thinking about change."**	• Is interested in taking action, but not yet able to commit to it.	• Increase motivation and confidence to perform the new behavior. • Reduce fears associated with having to change behavior.	• Identify problematic behaviors. • Prioritize behaviors to change. • Discuss motivation. • Identify barriers to change and possible solutions. • Suggest small, achievable steps to make a change. • Focus on benefits the change will have on loved ones.
Preparation **"I am getting ready."**	• Intends to take action soon and has taken some behavioral steps in this direction. • Lacks self-efficacy to take steps necessary for long lasting change.	• Resolution of ambivalence • Firm commitment • Initiate change • Increase self-efficacy through gradually increasing more difficult tasks.	• Assist in developing a concrete action plan. • Encourage initial small steps to change. • Discuss earlier attempts to change and ways to succeed. • Elicit support from family and friends.
Action **"I am ready to change."**	• Has changed overt behavior for less than 6 months. • Needs skills for long-term adherence.	• Commit to change	• Reinforce decision. • Reinforce self-confidence. • Assist with self-monitoring, feedback, problem solving, social support, and reinforcement. • Discuss relapse and coping strategies.
Maintenance **"I am in the process of maintaining."**	• Has changed overt behavior for more than 6 months.	• Reinforce commitment and continue changes/new behaviors.	• Plan follow-up to support changes. • Help prevent relapse. • Assist in coping, reminding, finding alternatives, and avoiding slips/relapses.

Source: Adapted from Story M, Holt K, Sofka D, eds. 2000. *Bright Futures in Practice: Nutrition.* Arlington, VA: National Center for Education in Maternal and Child Health: Appendix F: *"Stages of Change – A Model for Nutrition Counseling,"* page 251.

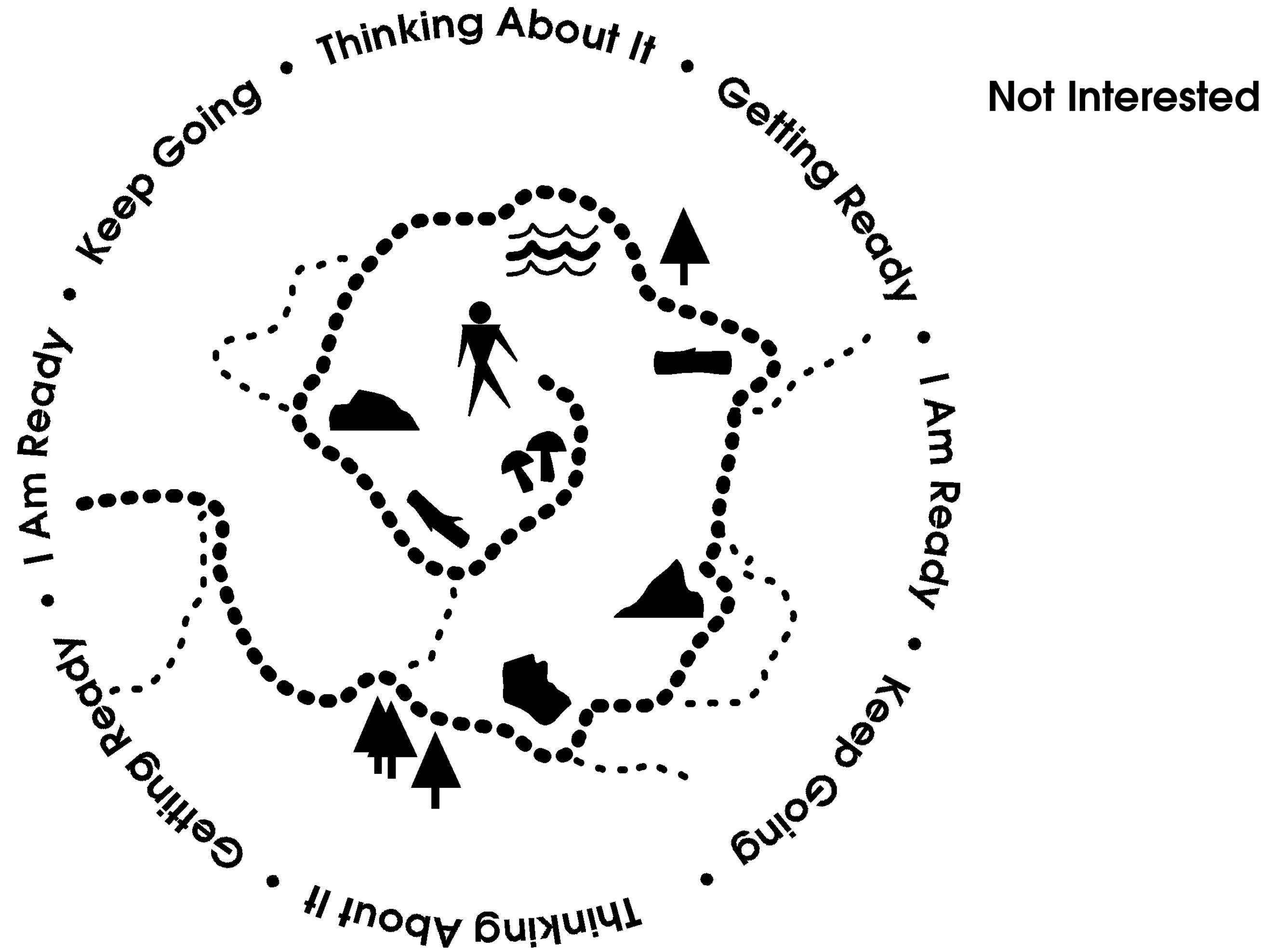
Circle of Change

NOTES

What Is the Circle of Change Model?

A Circle of Change model is a promising approach to understanding how people make changes in their dietary practices. Considerable time and discussion went into developing the concept and graphic. The tribes envision the change process as a path or journey that is behavior-based and non-linear. People "back-slide" or "fall back" to earlier stages with some regularity. This is particularly true around dietary practices, since changes include both avoiding unhealthy foods and choosing healthy foods.

Tribal educators revised the linear Stages of Change Model to a more friendly format, incorporating the Medicine Wheel/Circle of Life concept for tribal relevance.



NOTES

Using the Circle of Change Model

As nutrition educators, we can benefit by identifying and understanding how individuals move through the Circle of Change model in terms of their choices and behaviors. Then we can create reasonable expectations (and outcomes) for program interventions and design programs that actually address the stage of change we are trying to influence. This can also be helpful for individual participants in designing their personal goals for these programs.

The outcomes for a Circle of Change model focus on a "so that" logic.

- Make our facilities/programs welcoming so that people decide to participate (pre-contemplation and contemplation Circle of Change).
- Provide information (knowledge) so that people become more ready (attitudes, skills, preferences) to try changes (action) and start to sustain them.
- Assist people to integrate the changes into their daily lives and routines so that they can maintain change.
- Counsel participants on how to handle the "back-slide" phase so that they will be prepared and less discouraged. Discuss why back-slides occur, how to help participants understand back-slides and how to manage them, and how to redirect the person's focus to a stage that is more manageable.
- Examine how people's environment can influence change so that they understand how family, neighborhood, tribe, community, etc., can affect a person's ability to realize the need for change, see how a change might be made, and then sustain a change.

NOTES

Benefits of using the Circle of Change model include:

- Helps participants understand their own behavior/progress.
- Helps participants see that they are not "on" or "off" their nutrition goals, but moving back and forth on the Circle of Change.
- Helps people feel that they have not "quit."
- Helps staff realize that change is a process, not an event.
- Avoids making people feel guilty (everyone backslides).
- The goal may be to just move people along the model to the next stage.
- Simple and clear.
- Never says "I am done with change."
- We have all experienced all of the stages, so we can identify with every stage, it incorporates the idea that we all backslide.
- We may want to focus on recruiting participants who are at least at the contemplation stage; it may be too hard to "reach" people who are in the pre-contemplation stage.
- Adaptable to use as a teaching tool for participants to get insight about where they are, why, and the fact that they are not alone.

Drawbacks of the model include:

- Hard to see how to keep people in the maintenance phase.
- May require a whole new curriculum.
- How to handle the situation where partners and spouses of a participant may still be in pre-contemplation.
- Doesn't take the individual's environment into account.
- Hard to evaluate where people are on the model because their "stage" may change from day to day or minute to minute.

Application of the model still needs to be refined in the following areas:

- Modify and incorporate Native culture (or the culture of the group being served).
- Incorporate mentoring—when you are ready for change, you seek a mentor or source of wisdom.
- Explore how Circle of Change applies to dietary practices in particular. Unlike smoking cessation (where Stages of Change has been used extensively), eating is something that everyone has to do. There are choices every day, making change more challenging.

NOTES

- Sustaining a healthy behavior involves a different set of responses than giving up an unhealthy behavior. Changing dietary practices involves both, further complicating the change process.
- Does knowledge change attitudes? It can help people focus on family and folks who care about them, the impact of illness, self-efficacy, and having a plan.
- Does knowledge change behavior? People sometimes interpret the information to fit their own opinions. There needs to be a motivating factor and an action plan.
- When do we not try to get someone to change?
- How can we apply Circle of Change theory to retaining participants in nutrition education programs?

Motivational research shows that people with three good choices have the greatest commitment to change:

“**If I want to eat healthier snacks, my choices are:**

- **Have an apple for a snack instead of eating a candy bar when I need energy**
- **Have a small piece of candy and the apple**
- **Have both and go for a long walk to burn the extra calories from the candy bar**”

Here are some teaching strategies relevant to Circle of Change identified by the tribes:

- Encourage self-efficacy (belief in my ability to make changes) of participants as a way to help them see how they can make positive changes.
- The teacher/facilitator needs to believe that participants can make these changes.
- Be a model ourselves.
- Provide small, practical steps that participants can take.
- Provide hands-on experiences.
- Provide recipes that incorporate the information based on the food they are eating.
- Tie in to other community events (such as Canoe Journey).

NOTES

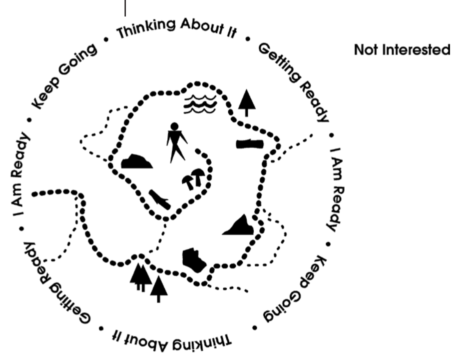
- Use family-centered approaches.
- Link to other community projects.
- Have smaller groups, split up the group and teach more often.
- Focus on meal planning and types of food.
- Short classes (30 minutes, with 15 minutes as the "meat" of the information).
- Participants have an active role in the discovery/learning process.
- Vary teaching techniques to fit different learning styles.

Circle of Change and Participant Retention

Retaining participants—getting people to come back to the whole series of sessions—was one of the concerns raised by the tribal staff. Here are some of their ideas about how using the Circle of Change concept can help retain participants:

- Hand out the Circle of Change tool and ask people to mark where they are that day.
- Allow/encourage participants to take the sessions more than once, if needed (but keep the material fresh).
- Set up support groups for people after the formal sessions are done.
- Use alumni group members as mentors.
- Do follow-up—recipes, articles—with those who have completed the sessions.
- Split the curriculum up into different modules.
- Have an all-day nutrition education 101 for people who will not be able to do weekly sessions.
- Take the program to people who cannot come to a central location for sessions.
- Reward people with Certificates of Accomplishment.
- Repetition helps, refer back to what the previous session covered.

As you use the Circle of Change model, what additional ideas for retention strategies relate to how people move through the stages?



NOTES

In your presentation of nutrition education curricula, you will encounter topics that prove to be challenging to teach. We asked the current providers of nutrition education for their "tough topics" and some effective teaching strategies.

Different levels of information/knowledge within the group. Some cannot read.

- Use facial expressions to "read" level of understanding. Rely on pictures. Ask some overall oral questions first, framed in such a way that everyone in the group can answer yes to at least one of them ("how many of you…"). Probe in a fun way for misinformation so that you can correct it as you go along.
- Keep very interactive. Have teaching aids like food models, fat tubes, visuals. Involve participants in the food preparation for tasting.
- Use games, trivia contests, etc., to tap into the wisdom of the group.

"Touchy-feely" topics, such as talking back to negative thoughts. How you can deal with the emotional factors of eating behaviors.

- Have an outside speaker address these topics, it's less threatening for an outsider to talk about this. Give people a list of simple, positive actions they can take to counteract negative thoughts. Identify rewards, especially native foods.

Physical activity—how to get the topic to where it's applicable to those who are active and those who are not.

- Ask "what does it take for you to get out of breath?" Have a list of great activities to meet all interests and skills/stamina levels.
- Make a list with participants of both big and small actions to keep moving:

  Big
  - Go for a long walk.
  - Dance at a pow wow.
  - Swim.
  - Paddle a canoe.
  - Ride a bicycle.
  - Walk in the woods to gather plants.

  Small
  - Park your car a few blocks from work or stores.
  - Turn on music and dance while doing housework.
  - Take small breaks during the day for a quick walk or to stretch.
  - Take the stairs rather than the elevator.
  - Hold walking meetings at work.

Challenging Topics and Teaching Strategies

NOTES

Ask participants:

1. **To identify "moving" activities they enjoy.**
2. **List barriers that stand in the way of doing them.**
3. **Name some ways to get over the barriers.**
4. **Commit to one action in the next week.**

Sustainability—most participants in nutrition education classes regain their weight and then some.

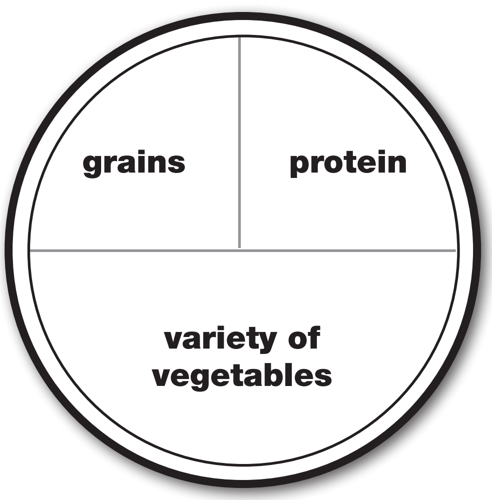
- This may also be true for participants who were able to eat more fruits and vegetables for a while but then dropped back. Ask participants to list their ideas for sustaining behavior change.
- Taste testing and food demonstrations.

Integrate BFNEP activities into a larger objective of healthy habits for tribes and the community.

- Weave unique cultural factors into the teaching. Focus on healthy eating and good health as a whole-life goal, not just a disease prevention goal.

Getting people to write things down, such as foods eaten, etc.

- Use a "rate your plate" picture for recording. Collect the food records and review them, then people will be more motivated to keep them and turn them in. Give a star to people who turn in their food records.



Learning Style Assessment

NOTES

The following pages contain a short tool that can be used to assess learning styles of the participants. It is helpful to know both your own learning style and the distribution of learning styles in members of your nutrition class.

The tool could be administered orally if you feel that participants will resist filling it out, or if reading levels are an issue.

Give examples of how each learning style plays out in real life, so that participants can see why the learning style information is important.

- If many of your participants are **Visual learners**, use more pictures, graphics, colors, etc.
- If many of your participants are **Tactile learners**, use more hands-on demonstrations and learning tasks that participants can do themselves.
- If many of your participants are **Auditory learners**, then use more orally-presented material, including asking participants to read some items.

Remember that people learn in all three ways, even though they may have one learning style that is predominant for them. So a mix of presentation types is likely to be the most engaging for the group. If the group is predominantly one learning style, use more of those techniques.

What's Your Learning Style?

By Marcia L. Conner

Learning style refers to the ways you prefer to approach new information. Each of us learns and processes information in our own special style, although we share some learning patterns, preferences, and approaches. Knowing your own style also can help you to realize that other people may approach the same situation in a different way from your own.

Take a few minutes to complete the following questionnaire to assess your preferred learning style. Begin by reading the words in the left-hand column. Of the three responses to the right, circle the one that best characterizes you, answering as honestly as possible with the description that applies to you right now. Count the number of circled items and write your total at the bottom of each column. The questions you prefer provide insight into how you learn.

1. When I try to **concentrate…**	I grow distracted by clutter or movement, and I notice things around me other people don't notice.	I get distracted by sounds, and I attempt to control the amount and type of noise around me.	I become distracted by commotion, and I tend to retreat inside myself.
2. When I **visualize…**	I see vivid, detailed pictures in my thoughts.	I think in voices and sounds.	I see images in my thoughts that involve movement.
3. When I **talk with others…**	I find it difficult to listen for very long.	I enjoy listening, or I get impatient to talk myself.	I gesture and communicate with my hands.
4. When I **contact people…**	I prefer face-to-face meetings.	I prefer speaking by telephone for serious conversations.	I prefer to interact while walking or participating in some activity.
5. When I **see an acquaintance…**	I forget names but I remember faces, and I tend to replay where we met for the first time.	I know people's names and I can usually quote what we discussed.	I remember what we did together and I may almost "feel" our time together.
6. When I **relax…**	I watch TV, see a play, visit an exhibit, or go to a movie.	I listen to the radio, play music, read, or talk with a friend.	I play sports, make crafts, or build something with my hands.
7. When I **read…**	I like descriptive examples and I may pause to imagine the scene.	I enjoy the narrative most and I can almost "hear" the characters talk.	I prefer action-oriented stories, but I do not often read for pleasure.
8. When I **spell…**	I envision the word in my mind or imagine what the word looks like when written.	I sound out the word, sometimes aloud, and tend to recall rules about letter order.	I get a feel for the word by writing it out or pretending to type it.

View this assessment online at **www.agelesslearner.com/assess/learningstyle.html**.

continued

9. When I **do something new…**	I seek out demonstrations, pictures, or diagrams.	I want verbal and written instructions, and to talk it over with someone else.	I jump right in to try it, keep trying, and try different approaches.
10. When I **assemble an object…**	I look at the picture first and then, maybe, read the directions.	I read the directions, or I talk aloud as I work.	I usually ignore the directions and figure it out as I go along.
11. When I **interpret someone's mood…**	I examine facial expressions.	I rely on listening to tone of voice.	I focus on body language.
12. When I **teach other people…**	I show them.	I tell them, write it out, or I ask them a series of questions.	I demonstrate how it is done and then ask them to try.
Total:	**Visual:**	**Auditory:**	**Tactile/Kinesthetic:**

View this assessment online at **www.agelesslearner.com/assess/learningstyle.html**.

The column with the highest total represents your primary processing style. The column with the second-most choices is your secondary style.

Your primary learning style: ________________________

Your secondary learning style: _________________________

Now that you know which learning style you rely on, you can boost your learning potential when working to learn more. For instance, the following suggestions can help you get more from reading a book.

- If your primary learning style is **visual**, draw pictures in the margins, look at the graphics, and read the text that explains the graphics. Envision the topic or play a movie in your thoughts of how you'll act out the subject matter.
- If your primary learning style is **auditory**, listen to the words you read. Try to develop an internal conversation between you and the text. Don't be embarrassed to read aloud or talk through the information.
- If your primary learning style is **tactile/kinesthetic**, use a pencil or highlighter pen to mark passages that are meaningful to you. Take notes, transferring the information you learn to the margins of the book, into your journal, or onto a computer. Doodle whatever comes to mind as you read. Hold the book in your hands instead of placing it on a table. Walk around as you read. Feel the words and ideas. Get busy—both mentally and physically.

More information on each style, along with suggestions on how to maximize your learning potential, is available in the book *Learn More Now* (Hoboken, NJ; John Wiley & Sons, 2004).

A previous version of this assessment was published in *Learn More Now: 10 Simple Steps to Learning Better, Smarter, and Faster* (Hoboken, NJ; John Wiley & Sons, 2004). Our motivation style, direction style, and engagement style assessments are also included in that text.

Please join the Ageless Learner mailing list to receive additional information about the book and on issues related to learning across the lifespan.

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Supportive Group Questions

People are likely to come to nutrition education activities with a variety of concerns and worries. People who are overweight, who have had trouble making dietary changes in the past, or who have a chronic illness, may worry that the group will not feel safe for them.

These supportive group questions are designed to help you work with participants in an interactive manner to create a sense of safety and trust in the group. The next three pages include the actual questions to ask the group, and a guide to using the questions with the group.

The purpose of this worksheet is to guide a group conversation about "ground rules." The goal is to have the ground rules actually address the needs and desires of the group, not just be a list that a group adopts because they think they are supposed to.

The purpose of the first three questions is to encourage group members to identify specific behaviors/actions that they feel represent inclusion, respect, and safety.

- If everyone is quiet, then instructor can share something personal to help people feel inclined to share.
- Ask people who are quiet – what does their silence mean?
- Respect the silence of others.
- Use body language to assess how a person is doing in a group.

Examples:

Included

- I feel included when the group asks me for my opinion.
- I feel included when people welcome me and ask me how I am doing.
- I feel included when I offer to do something and people welcome my offer.
- I feel included when group members invite me to work with them or go with them.
- I feel included when people check in with me when I miss a class.
- Elders feel respected when they go first (at meal or when speaking).

Respected

- I feel respected when people don't interrupt me.
- I feel respected when people listen to me even when they don't agree with me.
- I feel respected when people genuinely want to know what I think.
- I feel respected when I can talk about how hard this is and people are sympathetic.

Safe

- I feel safe in a group when there are no personal attacks, or jokes aimed at people, or mocking behavior.
- I feel safe in a group when I don't have to talk, but only talk when I want to.
- I feel safe in a group when I know that what I say doesn't get repeated outside the group.

What others need to know about me when I am silent:

- Others need to know that when I am silent, I am listening and thinking. I will speak when I have something to say.
- Others need to know that I know I talk too much and that I would appreciate gentle reminders to give other people room to speak.
- Others need to know that I will get excited and interrupt, but I am not being rude.
- Others need to know that I hate group process so I will act impatient if we do too much "processing."

These are examples for you to understand, not necessarily to give to the group (otherwise they are likely to agree with them automatically). You might give one in each category…although after they do the first one, they'll see what you are getting at. These form the basis for group ground rules.

The following page contains a form you can copy and use with participants.

Reflections on Being in a Supportive Group

I know I am being included in a group when…

I know I am respected in a group when…

I feel safe in a group when…

What do others need to know about me for me to be a successful member of this group?

Given our responses to these questions, what do we need to do to assure that everyone feels included, respected and safe as we work together on *(name of class)*?

Plus, Minus, Delta

NOTES

This is a process that focuses the group on positives, not-so-positives and things that can be done differently.

It can be applied to:

- Idea for a dietary change (what do you like about this, what do you not like about this, what would you change about it?)
- Process or activity
- Whole session
- Topic for a session

The purpose is to intentionally focus the group on the positives (what do they like, what seems to work well, what are the benefits) first, since it is the inclination of most groups to go straight to the negatives. Then, after the positives, do address the negatives, since people will want to list them. Then move to what they would change, do differently, etc. Interestingly, not every negative turns into something they would change, particularly if you ask them to focus on the most important changes.

A two-page explanation follows.

PLUS—MINUS—DELTA

Updated 02-13-06

This is a very quick process that allows the leader/facilitator to "take the pulse" of the group about an idea or proposal.

After an idea is presented—in this context, the idea might be a way of tracking high-fat foods, or a way to ask about menus at a restaurant, etc., the leader asks the group the following questions:

- What is really exciting (or what do you really like) about this idea? (ask for two items)
- What is really scary (or what do you not like) about this idea? (ask for two items)
- What about this idea would need to change for you to be ready to try it? (ask for two items)

Participant work.
The best way to do this is to give each participant a small piece of paper so that they can, if they wish, jot down their initial thoughts about each question. It's helpful to have a short (like 1–2 minutes) quiet time for people to think about their responses—the time is long enough to get past the immediate responses but short enough to keep peoples' minds from wandering. Use colored paper, it livens up the setting.

Reporting out.
Once the time is up (measure it exactly), explain that the reporting out will go around the group and capture each item one at a time. Note that more than one person may have identified the same item and that's great. It is also helpful if there are lots of different items. There are no right or wrong answers, just their ideas. Note that people are welcome to "pass" if they wish. Tell people that you'll come back to them in case they would like to report a bit later.

Then go around and ask each person for their first "exciting," then their second one. Write each one up on one flip chart page. Then ask for each "scary" (first ones then second ones) and list them up on a second flip chart page. Then ask for each "change" (first ones and then second ones) and list them up on a third flip chart page.

Working with the results.
"Excitings"—start here. Ask the group to help you identify "themes" (things that recur from several people). Use the "excitings" to reinforce the positive reasons to make the change. Pull out the themes (areas of agreement/alignment).

"Scaries"—Again ask the group to help identify themes. Use this info to understand the resistance to the idea and, as appropriate, to help people see how they might overcome their fears/concerns. It also helps you understand what the issues are. Pull out the themes (areas of agreement/alignment).

"Changes"—same process. Here, you may get suggestions that won't work…but embedded in the suggestions may be some strategies that you can develop further or build on. Pull out the themes (areas of agreement/alignment).

The theory behind all this.
The quiet time at the beginning is for people to think—to get beyond immediate reaction…and to think their own thoughts and not be influenced by the more vocal members of the group. Enforce the quiet time, promise the talkative people that they'll get their chance.

We start with the "excitings" because people always want to criticize a new idea and if they are forced by the process to start with positives, it changes the whole dynamic.

The "scaries" are to diagnose the resistance level and content—the theory is once people actually name their worries or skepticisms, the worries lose some of their emotional power.

The "changes" give you a feel for what it would take for participants to move in the direction you hope they will move…and will suggest some strategies for getting those changes to happen.

When to use this process.
Use this process occasionally, such as when you introduce a significantly new topic that involves the group members doing something quite different from what they typically do. ***Example:*** *measuring all of their foods, or asking at a restaurant for certain ingredients or healthier preparation methods.* Another time you might use this is when you encounter unexpected resistance to an idea—say to the group, "we're going to pause now and figure out more about your concerns." Then run the process.

Poll the Group

NOTES

This is a technique to use when you have some people in the group talking a lot and some not talking at all.

This process needs to be introduced carefully so that people do not feel put on the spot. One way to introduce it is to say, “we’d like to create space for everyone who wants to comment on this to do so, so we are going to go around the group and offer each person the chance to add their comments. If you don’t have a comment, that’s fine, just say that you pass. When everyone has spoken, we’ll come back to the people who passed to see if they now have a comment, having heard the others.”

If the group has a ritual or practice (like a talking stick or other form of shared “air time”) by all means use that, if appropriate in your setting.

A more detailed one-page explanation of when and how to use this technique follows.

POLL THE GROUP

The purpose of this process is to create a space/place for each person in a group to speak if s/he wishes to speak. It is a good process to use when there are both quiet people and talkative people in the same group (which is true for most of the groups you'll have).

The group leader needs to watch for opportunities/needs to do this. Some options/signs are:

- One or two people doing most of the talking
- Body language from other participants indicating boredom or frustration (what does "dropping out" behavior look like?)
- Personal knowledge that there are a variety of viewpoints in the group that are not coming out in the discussion
- If a group member requests it

The leader may open this process by noting that it would be beneficial to hear from everyone in the group who wishes to speak. If the group typically is dominated by one or two people, then rather than waiting until they are in full voice, it may make sense to initiate the process at the beginning of a topic. That way you are not implicitly criticizing their participation.

If you discuss this process with the group at the outset of the nutrition classes, then they will already know that from time to time you will suggest it. That makes it easier to introduce around a specific topic.

When you introduce it, saying something like "it would be great to hear from each of you on this topic because you each have so much to offer" or "we're looking for a wide range of perspectives on this topic so let's do poll the group."

Have the starting person model the length of time to speak (don't start with someone who might want to talk for 15 minutes if you intend for each person to talk for 3 minutes).

As in every process, group members have the option to pass and not speak. However, I suggest that at the end, you go back to the folks who "passed" and offer them a second opportunity to speak. You might also ask the quiet members what their silence means.

Urge the group to request this process when they feel it would be beneficial.

Tips for Facilitating Large Groups

NOTES

Occasionally, you may have a large group, either because a lot of people sign up for your nutrition class or because you have an opportunity to work with a larger group in your community, even on a one-time basis.

Larger groups take meticulous preparation, in terms of thinking through what you want to present, what you want to ask them to do, and how you want to organize the time and the people. The following page contains a list of tips for large group facilitation.

TIPS FOR FACILITATING LARGE GROUPS (more than 15 people)

Once a group is larger than 15 people, it gets increasingly difficult to manage group conversations in the whole group. Even 15 voices are a lot of voices to "hear" in a short time frame.

Several tribal educators noted that they may have 30–50 people sign up for LB. Here are some tips for managing these larger group processes.

- Everything, all instructions, need to be written down and given to each person. Only announcing instructions (without the written backup) will result in confusion. If someone is still confused, have them raise their hand and go to them and answer after the group has started the exercise.
- Put people in smaller groups—of four or five. Emphasize that everyone in each small group is responsible for making sure that everyone has a chance to talk (write this down too—"tips for successful small groups").
- Always ask the small groups to report out and make it clear that the report out needs to be the whole group's thinking, not just the reporter's opinions. Have them fill out a flip chart or "form" with their reports.
- Never turn down the lights, everyone will fall asleep.
- Have all of your materials organized before the class and have a helper who can help distribute things.
- Don't give out all of the materials at once, but give them out as they are needed.
- Consider mixing the membership of the small groups from week to week or session to session, so that people don't get too locked into one group. While a well-functioning, supportive small group can be wonderful, the person who gets in a group that does not function well will get discouraged. If your strategy is to create supportive small groups, then be prepared to trouble-shoot problems in the groups that don't function well.
- Use various colors of paper, it raises the energy level in the room.
- Play lively music as the group gathers…this could even lead to the group choosing its "theme song." This also raises the energy level.
- Provide a flip chart page and Post-Its for people to make comments and suggestions—it's faster than having each person speak in the large group.

General Meeting Tips

NOTES

For nutrition sessions, or for other meetings that you organize or design or help facilitate, there are various tips that help make those meetings productive and even fun for everyone participating. The following pages include a whole series of generic meeting tips.

MEETINGS AND FACILITATION

Key tips for facilitators:

- Remember that the process belongs to the group and they will shape it (i.e., no pride of process!), so give them every opportunity!
- Ask the group to help solve group process problems (“Group, how would you like to handle this?”).
- Suspend your own opinions about the issue at hand/stay as neutral as possible. This can be challenging when you are also teaching, so try to present the information in a way that engages the group.
- Monitor the participation level of the group and manage it for maximum participation.
- Move the group toward its goal.
- “Read” the non-verbal clues for frustration, fatigue, disinterest.
- Make your role clear.
- Welcome feedback from the group and put it to use right away.
- Poll the group on important issues.
- Tell the group members they can ask for a poll the group.

What are some of the problem behaviors/people that you might encounter as you facilitate a meeting?

- **Latecomer, or early leavers**. Ask up front if anyone needs to leave early. Decide if you are going to start on time even if everyone is not there, ask the group who **is** there if they are ready to start. Be respectful of cultural traditions and ask the group to help you solve the problem of people coming in late or leaving early.
- **Broken records**—saying something over and over. Thank the person and ask for other perspectives. Sometimes writing on a white board or flip chart what the person is saying can validate their comments.
- **Doubting Thomas**—has negative comments about everything. Thank the person and ask for other perspectives. If the topic is easy to be negative about, acknowledge that, and ask the group for ways to offset the negative aspects.
- **Head-shaker** (negative body language—remember assumptions!). Ask the person what the head-shaking means…and if you feel comfortable, joke that it’s a great way to stretch your neck muscles.
- **Drop-out** (remember assumptions!). If a person stops talking, or starts to look down or look away (they “drop out” of the conversation), make a judgment call about whether to ask about it right then, or talk to the person individually after the session. A private conversation after the session may be more respectful and productive.

- **Whisperer, or sidebar conversation person**. Address in the ground rules if possible. Change the seating arrangements for future sessions so that these folks cannot sit together. If all else fails, walk around and stand by the people who are having the side conversation. Talk to them privately after the session.
- **Constant talker, dominates conversation**—loud and forceful voice. Do a poll of the group, do small groups, ask who else has a comment.
- **Attacker**. If you have done the supportive group process, remind the group of the supportive group agreements. If the attack is really serious, call a break and talk directly to the person doing the attacking. If possible try to reframe and redirect the comments.
- **Interpreter**—talking for others instead of letting them speak for themselves. Ask the person being "spoken for" if s/he has anything to add. Do a poll the group or other exercise where each person can speak for her/himself.
- **Gossipers**. Depending on the nature of the gossip, ask the person privately not to use the sessions as a place to gossip. If this is a serious problem in the whole group, spend a bit of time on exploring why gossip can be hurtful and see if you can stop it that way.
- **Know-it-all**. If the person has the right information, engage them in helping to teach. If the person has the wrong information, talk to them privately about helping, but with the right information.
- **Backseat driver**—thinks s/he can facilitate better than you can. Invite them, in a light-hearted way, to relax and leave the facilitating to you.
- **Busybody**—distracted elsewhere, running in and out of the meeting. Talk to the person privately and point out how distracting their behavior is. Ask her/him to minimize this behavior. If they are working on something that is critically important, ask them to sign up for a later set of nutrition sessions when they aren't so distracted.
- **Interrupter**. Cover in ground rules. Ask the group to remind each other when a ground rule is not being followed.
- **Teacher's pets**. Don't fall into this trap. If you do, then gently increase your attention to other group members until the attention is evened out again.

Technical Details – Facility

- Room location—signs to help people find it.
- Room size and shape—walls, room to move around, enough seats, etc. People hate feeling crowded, be sure to have enough space.
- Room configuration—how chairs and tables are set up—circle, small groups, tables…often people like to have a table to put their notebooks and materials on.
- Flip chart or white board, markers (be sure the markers have ink), tape (be sure it's OK to tape on the walls. Often walls have art or special paint…always ask. And be sure that only white board markers get used on white boards.
- Nametags or name cards.
- Heating and cooling—be sure you can control these.
- Noise from nearby spaces—this may be one of your scheduling issues—if there is a basketball game going on next door, your participants will be distracted.

Technical Details – Meeting

- Clearly delineated starting and ending times (and decide ahead of time how you are going to handle latecomers in terms of starting time).
- Proposed agenda (write it up on the white board or flip chart).
- Start by talking with the group about the agenda so that everyone understands how the time is going to be spent.
- Describe what you hope to have accomplished by the end of the session.
- Next steps (or homework), who is responsible, and by when.
- Date and location of next meeting and the topic.

Other Thoughts About Meetings in General

What are the purposes of meetings? Do they accomplish their purposes? Under what conditions? What things can happen that can help a meeting be successful? Screw up a meeting? Think these through before any meeting and you will be on your way to having more productive meetings.

Five ingredients of a successful meeting:

- Common focus on content
- Common focus on process
- Someone responsible for maintaining an open and balanced flow of conversation
- Someone responsible for protecting people from personal attacks
- For the duration of the meeting, everyone's role and responsibility must be clearly defined and agreed upon

Role of Group Members

What are the top ten group member responsibilities? (Do this exercise with your participants and see what their answers are.)

Possible answers: come to the meeting prepared, participate in the conversation, support the teacher/leader in their role, come on time, respect the ground rules, respect the other group members, keep an open mind, be willing to try/consider new things.

Review with the group. Are these the same for internal working groups as they are for community groups? What are some ways that you can help group members understand and embrace their responsibilities?

Role of the Chair of the Group

The Chair role is a formal role in a group. The Chair presides over the meeting, makes sure the proper procedures are followed, and usually then serves as the spokesperson for whatever decisions are made. The Chair can use facilitation techniques to help the group discussion process be productive, but ultimately, the Chair must assure that decisions are made, according to the procedures of the group (by-laws, Roberts Rules of Order, etc.).

Role of the Facilitator

On the other hand, the role of the facilitator is to assist the group to have a conversation that explores all aspects of the topic at hand in a constructive way. If the group needs to reach a decision, the facilitator helps the group get there. The facilitator focuses on PROCESS and stays out of CONTENT.

What do you see as the major difference in roles between Chair and Facilitator?

How comfortable do you feel in the Chair role? How comfortable do you feel in the Facilitator role? Why? What else would you like to work on related to either of these two roles?

Role of the Recorder
Why is this function important? What "ground rules" does the recorder need to follow? What is the group's responsibility to the recorder? For the recorder? (Write legibly, and large enough, use the speaker's own words.)

Critical role for the recorder: write what people say, not what you think they said. Do not paraphrase without their permission. Invite the group to correct you if they think you have not captured a thought properly. Then, welcome their correction when they take you up on your invitation.

What are some of the limitations of relying on a facilitator and/or recorder? What are some other ways to approach these needs?

Resources

General Nutrition Education

- **American Dietetic Association:** www.eatright.org
- **Basic Food Nutrition Education website:** www.doh.wa.gov/cfh/bfnep/default.htm
- **Centers for Disease Control & Prevention – Fruit and Veggies:** www.fruitsandveggiesmatter.gov/index.html
- **Commodity Recipe Exchange:** www.fns.usda.gov/fdd/recipes/default.htm
  Recipes that are intended to help school food service personnel and household program administrators find new and different ways to prepare USDA commodities. It is also a place to share creative and innovative menu ideas, particularly for hard-to-use commodities. *Note:* School recipes are for quantities of 100 or more servings. Use the last four bullets under "Recipes/Fact Sheets."
- **Diabetes Prevention Program (DPP):** www.bsc.gwu.edu/dpp/index.htmlvdoc
- **Dole 5-A-Day:** www.dole5aday.com
- **Farmers Market Nutrition Program:** www.nutrition.wsu.edu/markets
- **Food and Health Communications:** www.foodandhealth.com
- **Learning Style Assessment**: www.agelesslearner.com/assess/learningstyle.html
- **Lifestyle Balance Curriculum:** www.bsc.gwu.edu/dpp/lifestyle/dpp_part.html

  How to download and edit a lesson plan:
  1. Open Lifestyle Balance web page (www.bsc.gwu.edu/dpp/lifestyle/dpp_part.html).
  2. To download editable files, select an individual lesson in RTF format.
  3. Double click on the lesson file and select "Save" as on your hard drive.
  4. Use a word processing program to edit the lesson plans.
  5. To replace a common word (i.e., diabetes), pull down the "Edit" menu and click on "Replace." You will be prompted to "find what" and "replace with."
- **USDA MyPyramid:** www.mypyramid.com
- **USDA Recipe Finder:** http://recipefinder.nal.usda.gov/
  Search for low-cost, healthy and easy to prepare recipes for use in nutrition education activities.

Native American Nutrition Education

- ***A River of Recipes: Native American Recipes Using Commodity Foods*** provides many recipes of interest to Native Americans, incorporating foods that are distributed through Commodity Foods Programs. Also has information on food safety and food measurements. www.fns.usda.gov/fdd/recipes/hhp/fdpir-cookbk_river1.pdf
- **Encyclopedia Smithonian:** www.si.edu/resource/faq/nmai/nafood.htm Recommended books on food, cooking, and plant use by Native Americans.
- **Federal Distribution Program on Indian Reservations (FDPIR):** www.fns.usda.gov/fdd/programs/fdpir/default.htm
- **Healthy Beverages Community Action Kit, IHS, September 2006:** www.ihs.gov/medicalprograms/diabetes/resources/healthybevtoolkit06_sample6.pdf
- **Native American Nutrition Database** has an extensive resource list for educators: http://peaches.nal.usda.gov/pubs/ethnic/NativeAmericanResources.asp
- **On the Move, Native American Health Center, Oakland, CA:** www.nativehealth.org

Tribal Staff Attending Lifestyle Balance Sessions

Colville	Melanie Trudell Dede Lavezzo Lori Joseph
Jamestown	Ross Turkus Ralena Cable Cindy Lowe Candy Burkhardt
Kalispel	Neala Cox
Lower Elwha	Amy Ward Rebecca Winn
Nooksack	Heidi Davis
Port Gamble	Marilyn Laake
Quinault	Katie Brinker Kristine Nelson CeeCee Shillinger Stephanie Jones Anika Johnson Tom McClure
Samish	Barbara Jackson Rosie James
Shoalwater Bay	Linda Porter Pam Drake
Snoqualmie	Crystal O'Brien Linda Pelland Anita Christiansen
Squaxin Island	Sheila Smith Patty Suskin
Suquamish	Barbara Hoffman Fran Miller
Upper Skagit	Melissa Orcutt Jean Wessel
Yakama	Stephanie Rendulic Monika Frantz Margaret Ambrose

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The Food Stamp Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-888-436-6392.

For persons with disabilities, this document is available on request in other formats. To submit a request, please call 1-800-525-0127 (TDD/TTY 1-800-833-6388).

Washington State Department of Health

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Sincerely,
Health Education Resource Exchange Web Team

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Title:	**Circle of Change Handbook**
Size:	8.5 x 11
Paper stock:	Cover: Accent Opaque 100# Cover white Inside: Lynx Opaque 70# Text white
Ink color:	Cover: 4-color process; Inside: Black
Special instructions:	2-sided printing; 3-hole punch pages (except cover) 3-hole drill inside pages, collate, shrinkwrap with cover and spine. Cover, spine and inside pages are designed to be inserted into a 3-ring binder.
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